

Grasslands Public Schools

Teacher Evaluation

Teacher: Amber Clark **School:** Bassano School Bassano, Alberta
Grade/Subject: Language Arts and Reading 8, Personal Living Skills 7
Classes Observed: November 15, 2005 (Language Arts 8 - 12 students and Personal Living Skills 7- 14 students)
 November 17, 2005 (Reading 8 – 7 students)
 April 3, 2006 (Language Arts 8 – 13 students and Reading 8 - 7 students)
Experience: 1st Year

The following is a performance evaluation based upon my observations of November 15 and 17, 2005, and April 3, 2006. The assessment reflects not only my observations in the classroom, but discussions with you and the administration at your school.

The data was collected on your competency as a teacher in the following performance areas: Planning and Preparation, Classroom Organization and Management, Techniques of Instruction, Student Evaluation, and Personal/Professional Attributes.

Teaching Context

Ms. Amber Clark is presently in her first year in the position of teaching Language Arts 8, and 9, Reading 8, and Personal Living Skills 7 and 9 at Bassano School in Bassano, Alberta. Bassano School serves approximately 370 students in kindergarten through grade twelve. The school has a staff of twenty-six teachers and a support staff of eleven. This evaluation report is based on pre-evaluation conferences, three observations, some self-assessment activities, as well as discussions with the administration of Bassano School. Post conferences were also held following each of the observations.

Planning and Preparation

Amber has completed good plans for the courses she is teaching. She has acquired some material from other sources, as well as adapting some for her own use. Amber includes content, learning activities, materials, and equipment needed in her plans. Her long-range and short-range plans reflect the Alberta Program of Studies, and objectives are clearly stated, along with a timeline and a plan for evaluation. Amber is prepared for her daily lessons, as demonstrated by her plan book and preparation of materials for all the observed classes. She is a member of a professional learning team who meets weekly for professional development. Amber has worked diligently during the year and has made good progress in modifying and developing effective teaching approaches for her classes. She has worked with another junior high teacher, with both administrators, and with a colleague who plans intervention strategies for the junior high students. The assessment courses she has taken through the Alberta Assessment Consortium and discussions with other teachers who are using the material and who have a similar philosophy has enabled her to develop rubrics and other assessment instruments to determine what the students have learned and then to develop activities to help them in the areas where they need remediation. Amber keeps a detailed record of the evaluations that have been completed and provides students with written comments to help them improve or to motivate them. In the classes observed, Amber provided the students with sufficient information about what should be accomplished by the end of the class. This information is usually provided in both written and verbal format.

Classroom Organization and Management

Amber has made gains during the year in her management of student behaviour. Written expectations are posted. Students are generally on task, and Amber works hard at keeping them focused on the assignment or discussion. She encourages students to establish self-directed standards of behavior and reinforces appropriate behavior. Amber often talks to her students about making good decisions, and then corrections are made in a manner which focuses on the behavior rather than the person.

Amber's classroom is organized to promote learning. Amber is in the classroom when the students arrive, and she greets them as they come in. A seating plan has been established. She starts class relatively promptly, on-task behavior is generally maintained, and she dismisses classes in an orderly fashion. She concludes classes with clarification of assignments or a summary of the lesson. Classroom routines and expectations are consistent and predictable. Amber maintains good records, and demonstrates care for her teaching area, equipment, and materials.

Techniques of Instruction

Amber's lesson plans are effective. She checks for understanding using appropriate questioning strategies and maintains reasonable time allotments and appropriate pacing. She is conscious of reviewing objectives with the students throughout the unit and is aware of time lines so the material is covered. When she has additional time, she has activities planned to supplement the students' learning. The smoothness and efficiency of transitions between instructional activities has been improving throughout the year. She knows her students as individuals and encourages independent thought.

Amber communicates effectively with her students. She asks appropriate questions, poses questions clearly, and tries to involve all students in class activities. Amber is aware of the importance of setting expectations which are appropriate to the age level, as well as communicating at a level which the students will understand.

Amber maintains a positive relationship with her students. She tries to be available to all students and is fair and respectful to the students.

Student Evaluation

Amber plans and prepares appropriate evaluation activities. Her course outlines contain information on evaluation, and she prepares evaluation instruments which reflect the material that is covered. Records are complete. Amber has created rubrics to assist in the evaluation of assignments and projects. She provides parents and students with evaluative information and communicates with parents on a regular basis, usually by email or by phone. Group emails are sent, as well as individual emails to parents on specific student issues. She listens and responds to concerns from students, parents, and the administration. Amber uses a variety of evaluations collected throughout a reporting period to determine students' marks for progress reports. These include reports, projects, assignments, quizzes, exams, and other forms of assessments. Amber is trying to incorporate more of the Alberta Assessment Consortium materials into her lessons.

Personal/Professional Attributes

Amber takes her responsibilities as a professional seriously. She has worked diligently this year to improve her teaching practices. She cooperates with colleagues in improving her own personal and professional growth through the sharing of ideas, materials and methods with her professional learning team and with other teachers in the school. She attends Team Bronco meetings regularly where student achievement and behavior are discussed. Amber has made herself familiar with and follows the policies and procedures of the school and the system. She communicates and cooperates with school administration with respect to school related issues, and contributes to the maintenance of a positive school climate. She continues to learn more about the school and the community and is becoming more involved.

Amber maintains involvement and responsibility outside the classroom. She attended the Beginning Teachers' Conference, sessions on character development and a Southern Alberta Professional Development Consortium workshop on adolescent development. She coached basketball and is assisting a colleague in coaching a club volleyball team. She is involved in a Professional Learning Community team with a focus on the multiple intelligences. She was actively involved in the Challenge Day which was held in Bassano.

Concluding Comments

Amber is making progress in her development as a teacher. She has worked diligently throughout the year to insure that material is being covered and students are progressing. Amber has created some excellent teaching resources and is able to assess her strengths as well as areas to concentrate on. Because of this self-reflection and her many discussions with colleagues, continuous progress was made during the year.



Susan Chomistek
Assistant Superintendent

May 03 / 2006

Date



Amber Clark

(Acknowledges the content of the
evaluation not necessarily the judgment)

May 03 / 2006

- c. Amber Clark
Cal Cosh
Daryl Sametz